

Missouri Assessment Program Spring 2003

Communication Arts

Released Items

Grade 11

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Directions

This speech by Dr. Carmen Mariano tells college freshmen how to succeed at his college. Read the speech. Then answer Numbers 1 through 6.



*Address by Carmen Mariano, Associate Dean, Quincy College
Delivered to Faculty, Staff, and Entering Freshmen, Quincy College,
Plymouth, Massachusetts, September 9, 1999*

Good afternoon; thanks for coming! It is a pleasure to be here with so many smart people. "Smart?" you say, "Of course we are smart; but how does this guy know?" Well, I know you are smart because you are here. You have decided to come to Quincy College; that makes you smart!

This is a good school with great teachers. We have fireplaces, picnic tables, a front porch, and a back yard.

We have the Mayflower and Plymouth Rock. We even have a money-back guarantee. That's right. We guarantee that you will succeed at this school; or we will give you your money back!

See how smart you are for coming here?

Are there any strings attached to that guarantee?

Absolutely!

There are three of them. To succeed at this school, you must attach three strings to yourself. One is confidence. Another is hard work. The third is persistence.

You need confidence, hard work, and persistence to succeed at this school. That's it. That's all; guaranteed!

So, first, have confidence. Believe in yourself. Believe you have the power to succeed at this school.

Why? Because power believed is power achieved.

Close your eyes for me.

Now, picture the most powerful person you know. Etch that person's face clearly in your mind's eye. Can you see that face? Good. When you can see that face clearly, remember who it is and open your eyes. If you see more than one face, remember them all; but choose one. Decide who is the most powerful person you know.

Now tell me, did you see your face? Are you the most powerful person you know? Are you the second most powerful? Third? Are you in the top ten?!

Do you think you are that powerful?

Go On ►

If you don't, you are right. If you don't think you are that powerful, you are not that powerful.

But what if you did see your own face? What if you do think you are that powerful? Then you are right, too!

Yes, if you don't think you are powerful, you are right. And if you do think you are powerful, you are just as right. Why?

Because POWER BELIEVED IS POWER ACHIEVED!

Henry Ford once said, "If you think you can't, you are right. And if you think you can, you are just as right." Listen to Henry! Power believed is power achieved.

Remember the four-minute mile? People had been trying to run a mile in under four minutes since the days of the ancient Greeks. In fact, the Greeks had lions chase the runners, thinking that would make them run faster. They also tried tiger's milk; not the kind you get in the health food store, but the real thing.

Nothing worked. So they decided it couldn't be done. And for thousands of years, everyone believed that human beings simply did not have the power to run a mile in under four minutes.

Our bone structure was all wrong. Wind resistance was too great. Our lungs were too small. There were all kinds of reasons.

Then one man proved that the doctors, trainers, and experts were all wrong. In 1954, Roger Bannister ran a mile in under four minutes.

And miracle of miracles, one year after Bannister broke the four-minute mile, thirty-seven other runners broke the four-minute mile. The year after that, three hundred runners did the same.

What happened? There were no sudden breakthroughs in training. Human breathing and bone structure didn't suddenly improve. But human attitudes did.

What Bannister did made others believe in what they could do. It made people believe in their power. And POWER BELIEVED IS POWER ACHIEVED.

You are powerful. You have powers beyond your wildest dreams. If you believe that, it is

true. No matter what you have done, you have not approached what you can do. If you believe that, it is true. You can succeed at this school. You can excel at this school. If you believe that, it is true.

POWER BELIEVED IS POWER ACHIEVED. So, believe in your power. Believe in yourself.

A kindergarten class was having an art lesson one day. Their teacher asked one little girl what she was drawing.

"I'm drawing a picture of God," the child replied.

"But sweetheart," said the teacher, "no one knows what God looks like."

"They will in a minute!" said the little girl.

Think like that little girl. Have a childlike faith in yourself, no matter what challenges or odds you face. Attach the string of confidence to yourself.

If you owned a Ferrari, would you drive it at ten miles per hour? Of course not! That would be a waste, right?

Well, you do own a Ferrari. It's parked between your ears right now, and its engine is running.

Yes, that Ferrari is your brain. It has more horsepower than you can imagine. So drive it hard. Work it hard. Attach the string of hard work to yourself.

Guess what time it is. It is time for a test. That's right. It is time for you to take your first test at Quincy College. I want everyone to take it. That means students, teachers, President Ryan, everybody!

Are you ready? Your test has only one question. Here it is:

Five frogs are sitting on a log. Four decide to jump off. How many frogs are left on the log?

No, the answer is not one. It is five. Why?

Because there is a difference between deciding to jump and jumping. There is a difference between deciding and doing. Those four frogs decided to jump; but until they do jump, they are still sitting on that log!

The same is true at Quincy College. You decided to come to this school; but until you walked through our front door, your decision

meant nothing. And you can decide to attend every class, and take notes, and study. But until you do those things, your decisions mean nothing. So stop deciding and start doing. Give this school hard work.

Don't try; do! because "trying is lying!" Now I didn't say that. Rob Gilbert did. Rob has been a college professor for nineteen years.

"It never fails," says Rob. "During final exams, I always get at least one message on my answering machine that goes like this. 'Dr. Gilbert, our final exam is tonight and something has come up, so I will try to be there, but might not make it.'"

"Now, in nineteen years," says Rob, "No student who has left that message has ever shown up for my final exam! Why? Because trying is lying!"

Rob Gilbert is right. Trying is lying, and people know it. So don't try, do! Give this school hard work.

And last but not least, give this school persistence.

Tie the string of persistence to yourself.

Quitting is expensive, so don't quit. When you go to the movies, what happens? You walk up to the ticket window and the person behind the glass asks for some money. At that moment, you have two choices. You can either pay the money and walk into the theater, or you can not pay the money, turn around, and walk away.

Both of those choices are expensive. If you choose to go and see the movie, that choice costs you eight dollars. And if you choose not to pay and walk away, that choice cost you a movie!

This school is the same way. We are selling a brighter future. It costs confidence, hard work, and persistence. You are at the ticket window right now. You can pay that price for as long as it takes, or you can quit. Both choices are expensive.

If you choose to stay, it will cost you confidence, hard work, and persistence. If you choose to quit, anytime, it will cost you that brighter future.

So choose to stay, no matter what. Don't quit. No matter what.

"Never give in. Never give in. Never give in. In all things large or small, great or petty; never,

never, never, give in." Winston Churchill said that to the people of Great Britain in the darkest days of World War II.

Churchill knew what he was talking about. It took him three years to get through the sixth grade because he had trouble learning English. But he never gave in.

Be like Winston Churchill, and be like Julius Caesar!

Once upon a time, Caesar declared war on an island nation whose army outnumbered his own. Caesar loaded his soldiers into boats and sailed to attack the enemy's island.

After his troops landed on the enemy shore with their equipment and artillery, Caesar prepared them for battle. But first, he gave the order to burn the boats that had carried them.

On the beach, as his men watched the fire, Caesar said, "You see your boats burning. That means retreat is not an option. We must stay here and win."

Today, be like Julius Caesar. Today, burn your boats. You have landed at Quincy College. Stay here and win. Reject retreat. Reject withdrawal. Reject excuses. Never give in.

Tie the string of persistence to yourself.

So far, so good. Let's review.

You are smart. That is why you are here.

You are smart enough to succeed at this school. You are smart enough to excel at this school. We guarantee it!

But that guarantee has three strings attached. And what are they? They are confidence, hard work, and persistence.

Have you got that? All that?

Good! Now, believe in yourself; that is confidence. And give us all you got; that is hard work. And burn those boats; that is persistence!



Go On ►

3

How can the reader judge whether or not Carmen Mariano is a reliable source of information on the subject of success at Quincy College? Support your answer with details and/or examples from the speech.

DO NOT WRITE HERE ↓

DO NOT WRITE HERE ↓

DO NOT WRITE HERE ↓

DO NOT WRITE HERE ↓

Go On ►

5 Complete the chart below by identifying one example of each string of success from the speech.

String	Example
Confidence	<div></div> <div></div>
Hard work	<div></div> <div></div>
Persistence	<div></div> <div></div>

WRITING

Directions

Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.

Then use the separate paper your teacher has given you for your prewriting activity (such as brainstorming, listing, freewriting, clustering, mapping, or drawing).

After you finish your prewriting activity, write your first draft on the separate paper your teacher has given you. Look back at your prewriting activity for ideas.

Writing Prompt

All the passages in Session 1 involve either facing up to or running away from responsibility. Imagine that your principal is fond of saying, “With rights come responsibilities.” Write a paper to persuade your principal that you are responsible enough to earn a right that you are not presently given.

Go On ►

FINAL COPY

Directions

Now you have time to revise your draft. Reread your draft and think about the Writer's Checklist below. Check every box that makes a true statement about your draft.

Writer's Checklist



- ☐ My paper has an effective beginning, middle, and end.
- ☐ My paper includes effective use of paragraphing.
- ☐ My paper stays on the topic.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper contains a strong controlling idea.
- ☐ My paper includes specific and relevant details, reasons, and examples.
- ☐ My paper uses precise and vivid language.
- ☐ My paper contains sentences that are clear and varied in structure.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

For every box you did not check, make the necessary revisions on your draft before you write your final copy on Pages 5 through 9.

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Session 2 | Page 5

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Go On ►

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**Missouri Assessment Program
Spring 2003**

Communication Arts

Released Items Scoring Guide

Grade 11

Session: 1
Item No.: 3
Page No.: 7
Content Standard(s): 3, 5
Process Standard(s): 1.7

Item 3:

How can the reader judge whether or not Carmen Mariano is a reliable source of information on the subject of success at Quincy College? Support your answer with details and/or examples from the speech.

Scoring guide:

- 2 points The response includes an appropriate way to judge Carmen Mariano's reliability and uses details and/or examples from the passage as support OR offers two appropriate ways to judge reliability.
- 1 point The response includes a way to judge Carmen Mariano's reliability, but support is overly general or simplistic.
- 0 points other

Example of a top-score-point response:

One way to judge Carmen Mariano's reliability is that he is a college dean and apparently knows how to be a success. When he explains about the frog on a log and quotes the professor who states "trying is lying," he is relating these examples to being a success in college.

Session: 1
Item No.: 5
Page No.: 8
Content Standard(s): 3, 5
Process Standard(s): 1.6

Item 5:

Complete the chart below by identifying one example of each string of success from the speech.

String	Example
Confidence	
Hard work	
Persistence	

Scoring guide:

2 points The response includes correct, text-based answers in all three blanks.

1 point The response includes correct, text-based answers in two blanks.

0 points other

Example of a top-score-point response:

String	Example
Confidence	When runners believed they could break the four-minute-mile barrier, suddenly many of them were able to do it.
Hard work	Like the frogs on the log, just deciding to jump is not enough. You must act.
Persistence	It took Winston Churchill three years to pass sixth grade.

Session:	2
Item No.:	Writing Prompt
Page No.:	3
Content Standard(s):	4
Process Standard(s):	2.1

Writing Prompt

All the passages in Session 1 involve either facing up to or running away from responsibility. Imagine that your principal is fond of saying, "With rights come responsibilities." Write a paper to persuade your principal that you are responsible enough to earn a right that you are not presently given.

Writing Prompt Session 2

4 Points

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing effectively.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses writing techniques (such as imagery, humor, point of view, voice).
- shows complexity, freshness of thought, and individual perspective.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- has a clear beginning, middle, and end.
- uses paragraphing appropriately.
- contains a controlling idea.
- generally progresses in a logical order.
- uses cohesive devices between and within paragraphs.
- addresses the topic using relevant details, reasons, and examples.
- uses precise language.
- contains sentences that are clear and show some variety in structure.
- uses writing techniques.
- shows some complexity, freshness of thought, and/or individual perspective.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- has evidence of a beginning, middle, and end.
- shows evidence of paragraphing.
- may contain a sense of direction, but may lack focus.
- may not progress in a logical order.
- may not use cohesive devices.
- addresses the topic, but relies on generalities (lists) rather than specifics (development).
- may use imprecise language.
- contains sentences that are generally clear but may lack variety and complexity.
- attempts to use some writing techniques.
- may lack complexity, freshness of thought, and/or individual perspective.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, middle, and/or end.
- may lack evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order and may digress to unrelated topics.
- lacks cohesion.
- may address the topic, but lacks details.
- uses imprecise language.
- contains sentences that lack variety and clarity.
- shows little or no evidence of writing techniques.
- lacks complexity, freshness of thought, and individual perspective.
- shows little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.